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ABSTRACT

It is the assumption of this study that, through the assessment of the adult education and training needs of urban American Indians, programming can be designed to meet these needs, thereby providing the education and the skills which will enable Indians to improve their social condition and retain their culture. To assess cultural and socioeconomic characteristics and determine education needs, 100 American Indians (67 male, 33 female) residing in Chicago were interviewed during May, June, and July of 1978. Respondents represented 27 tribes, 33% had family reservation ties in Wisconsin, most had some religious affiliation (33% were Roman Catholic), 14% spoke their tribal language in the home, and 33% had lived in Chicago 14 years or less. Data indicated these urban Indians were young (more than 50% were under 35 years of age), 32% had never been married, 25% were married, 24% had 7 or more children at home, 21% lived in housing rated as dilapidated, 23% were unemployed and looking for work, 59% had not graduated from high school, 53% had no vocational or apprenticeship training, and 30% had family income less than $3,000. However, educational and career aspirations were high: more than 70% would like to improve their mathematics, reading and writing skills; almost all would like to earn more money; they would like to return to school, learn a new occupational skill, and receive more information about job skill opportunities and new careers; and they wish to learn more about their culture, speak tribal languages, and attend Native American educational and cultural programs. (NEC)

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NATIVE AMERICAN

ADULT EDUCATION ASSESSMENT

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PRINCIPAL INVESTIGATOR:

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STATE UNIVERSITY OF NEW YORK AT BUFFALO

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION AND RATIONALE

It is unnecessary to say that Native Americans are the most neglected minority of this society. It has now become apparent that a substantial segment of this minority live in major cities across the nation. Little is known about these urban Native Americans. We do not know who they are, how many there are, or where they came from. We know nothing of their social and economic condition except to assume that it is probably poor.

We do know that it is important to Native Americans to preserve their culture. For example, tribal affiliation is most important, for we know they attach their identity to tribal membership. Unfortunately in too many cases Native American culture is diminishing -- fewer speak the tribal language, repeat the old stories, or worship the tribal ways. In recent years both Federal and State agencies have begun to assist the American Indian with funding programs to assist in the preservation of their culture.

However, there are basic needs which are also important. No group can maintain its culture if it does not have the essentials of life -- food, clothing and shelter. These necessities rely most heavily on a means to provide them. Work then becomes important, employment, having a job, getting money to pay for these essentials of life.

In order to be gainfully employed in the society of the white man, education and training are basic to the attainment of salable skills that lead to employment.

It is the assumption of this study that it is most important to assess adult education and training needs of these Native Americans. Such an assessment can lead to programming designed to meet these needs. Sound adult educational training based on needs and understanding of these people would improve their social condition and retain their culture. It is to this end that this study aspires and states the following purpose.

****

THE PURPOSE AND MAJOR QUESTIONS

The purpose of this study was to identify Native Americans in an urban setting and determine their adult educational needs. The study includes the assessment of cultural and socio-economic characteristics, and expressed needs for improved education, employment and income. Motivation for increasing basic and occupational skills was also assessed. This purpose prompts the following major questions:

1. What are the cultural characteristics of urban Native Americans?

2. What are the socio-economic characteristics of Native Americans?

3. What are the adult educational needs of urban Native Americans?

****

METHODOLOGY

The following section outlines the methodology of this study. A basic survey research design was selected as appropriate and the interview was selected over the mailed questionnaire as a means of data collection.

The setting of this study of urban Native Americans is situated in the City of Chicago, more specifically North Chicago, bordering on Lake Michigan between what is classified as inter-city and the northern city limits. The study probably does not include respondents living in the large high-rise retirement complexes immediately adjacent to the waters of Lake Michigan. There is a distinct socio-economic and environmental difference in the population living only a few blocks from this narrow strip of retirement complexes along the lake.

The population of the study as originally identified numbered some 3,000 to 6,000 Native Americans who have been in contact with Native American agencies and programs presently active in the City of Chicago.

The original plan assumed the cooperation of all of these agencies and that a clean population of substantial size could be sampled. This was not the case -- cooperation was not forthcoming -- doubts were raised about the releasing of mailing

lists and possible ill-feeling being created within the Native American community. A local study was identified that would have been of considerable assistance and increased the mailing list. However, assurances had been given by those conducting the study that names and addresses would be held in confidence. Efforts were renewed to gain agency cooperation, but did not succeed.

For several years reports (mostly by word of mouth) place the Native American population in the City of Chicago at some 20,000. (It may well be that the 1980 census may verify and substantiate such a population.) The problem of identifying minority populations is by no means a new phenomenon in urban research. Organizational activity is very difficult, results are difficult to assess, and a general feeling of suspicion seems to prevail in such settings. In any event, it was the judgment of the several Native Americans associated with the study that the 951 names and addresses were all that were available and the study should proceed.

The sample for the study was drawn proportionally from several areas, so as to assure as wide a coverage as possible. The procedure went as follows: The 951 cards were sorted into nine (9) sections of North Chicago. Four Native Americans selected as interviewers and the Adult Education Manager for the Native American Committee completed this task. Normally, samples

drawn in survey research design approximate ten percent (10%) of the population. In order to insure sufficient sample size for analysis, a sample of two-hundred (200) was drawn at random from the nine hundred fifty-one (951) total name and address cards. Proportional sub-samples were computed for each section. For example: Section N = 108 names

$$\frac{951}{200} \times \frac{108}{x} = \frac{21,600}{951} \times 22.7 = 23 \text{ (sub-sample size)}$$

Randomization was accomplished by using a computer program designed to select random samples at the Quantitative Analysis Laboratory, State University of New York at Buffalo. Sub-samples were randomly selected up to the computed size of the sub-sample. Additional names were selected for the purpose of substitution which becomes necessary when a chosen respondent cannot be located because of moving, or that the address was not correct. During data collection the sample was cut ten percent (10%) to one-hundred (100) respondents. (See Appendix A for display of sections and sub-samples drawn and interview record).

Instrumentation. Discussions were held concerning the purpose and objectives of the study between the administrators of the Native American Committee and the principal investigator. An interview instrument was designed to meet these objectives. Questions and items were designed to obtain as objectively as possible information concerning Native American cultural and

socio-economic characteristics, including tribe affiliation, education, occupation, income and employment. Attitudes were assessed in six (6) areas: (a) educational motivation; (b) basic skills; (c) occupational motivation; (d) occupational skills; (e) cultural interest; and (f) societal coping. Some fifty (50) items were judged by a team of six (6) judges to fall in these six (6) categories. Five (5) items were selected that judged most to fit for each category and where randomly placed in the instrument. A modified, forced choice four-point Likert scale (strongly agree; agree; disagree; and strongly disagree) was selected for response categories.

Draft copies were reviewed by several Native Americans associated with the Native American Committee. Corrections were made and the instrument was tested in the field during the month of April. Again, minor corrections were completed to increase clarity and understanding. It was the judgment of those field testing and the principal investigators that the instrument would accomplish the objectives in terms of information, that respondents would understand the questions, and that the responses would be reliable and valid. (See Appendix F.)

Data collection was completed during May, June and July by eight (8) interviewers. Ninety-five percent (95%) of all interviews were conducted in May and June. Four (4) of

the interviewers and the Adult Education Manager were trained in a special day-long training session by the principal investigator. The remaining interviewers were trained by the Adult Education Manager who also supervised the data collection activities. Eighty-five percent (85%) of the interviews were conducted by five (5) interviewers. This small number of interviewers collecting data from such a high percentage of the respondents represents a positive contribution to consistency. However, during data collection, a great deal of substitution had to be completed because of the mobility of the respondents. Many selected for the sample were not available at the stated address, they had moved, or the address was not correct and there was no way of contacting them. This factor, the length of time to contact respondents, and cost, forced a decision to cut the sample back to approximately ten percent (10%) of the population. One hundred (100) respondents were interviewed for this study.

The analysis represents a straightforward frequency and percentage distribution. Cross tabulations were used both for relationships and partialing to determine the modifying effects of e.g. age, sex, or of those unemployed. Where significance was appropriate, .05 was the level of standard based on the chi square statistic. When the strength of a relationship was to be determined, the gamma statistic was used. The data was analyzed through the Quantitative Laboratory at

the University of Washington, using the Statistical Program for the Social Sciences (SPSS) as the basic program.

Attitudinal data with Likert-type responses were weighted one (1) through four (4) and the categories were combined by the use of the Summating Rating Technique and tri-chotomized to levels of high, medium and low.

****

CULTURAL CHARACTERISTICS

Tribal membership. One of the more important (if not the most significant) values of Native Americans is their tribal heritage. All respondents were asked to indicate their tribal membership. Twenty-seven (27) tribes are represented in the population under study. Chippewa and Menomini account for fifty-one percent (51%), with Sioux, Choctaw, Potawatomi and Winnebago filling out the first (6) tribes. Five (5) tribes represent two percent (2%) while sixteen (16) tribes each represent only one percent (1%) of the population under study. It is interesting that only two (2) respondents did not know their tribal affiliation. (See Table 1.)

TABLE 1 - TRIBAL MEMBERSHIP

Chippewa	36%
Menomini	15%
Sioux	7%
Choctaw	5%
Potawatomi	3%
Winnebago	3%
Other	28%
Don't know	2%
No data	1%
Total:	100%

N = 100 respondents

The great majority of Native Americans in Chicago have immigrated from adjoining states to the North, mainly Wisconsin, Minnesota and Michigan. However, significant numbers come from the Northern Plains and the South. Association would be even greater with surrounding states if two-tribe affiliations had not been separated and placed in the "other" category. (See Appendix B for complete list of tribes.)

Family reservation. Another indicator of cultural background is family reservation. We asked "From what reservation did you or your family come?" Though there is a correlation between tribal membership and reservation, Table 2 shows a greater spread of reservations than tribes. Eighteen percent (18%) are from the Menomini in Wisconsin with the reservations of Lac Du Flambeau and Lac Court Oreilles showing nine percent (9%) and eight percent (8%) respectively, followed by White Earth, Mole Lake, Choctaw and Red Lake. (See Appendix C for total list.)

TABLE 2 - FAMILY RESERVATION

Menomini	18%	
Lac Du Flambeau	9%	
Lac Court Oreilles	8%	
White Earth	6%	
Mole Lake	5%	
Choctaw	3%	
Red Lake	3%	
Other	40%	
No data	8%	
Total:	100%	N = 100

Place where I grew up. Another indicator of background was used to distinguish from family reservation. Almost half of the respondents grew up "say between eight (8) and fourteen (14) years" in the country as opposed to the city. Fifty-three percent (53%) grew up in cities of 50,000 or more; thirty-two percent (32%) grew up in a city of over 250,000 (more than likely Chicago.) (See Table 3.)

TABLE 3 - PLACE WHERE I GREW UP

A farm or ranch	6%	
Open country but not farm	40%	
Small city less than 50,000	16%	
Medium-size city (50,000 to 250,000)	5%	
Large city over 250,000	32%	
Suburban area	1%	
Total:	100%	N = 100

Religion is an important variable for Native Americans. When asked religion preference, thirty-five percent (35%) indicated Catholic, twenty-one percent (21%) Protestant, and eight percent (8%) Native American. Seven percent (7%) indicated no preference and twenty-nine percent (29%) answered none, don't know, or failed to state a preference. (See Table 4.)

Attendance at religious services was checked and apparently religious services are not that important to non-reservation Indians. Forty-two percent (42%), however, do attend religious services, twenty-one percent (21%) at least monthly, while forty-four percent (44%) stated that they never attend religious services. (See Appendix D.)

TABLE 4 - RELIGIOUS PREFERENCE

Catholic	35%	
Protestant	21%	
Native American	8%	
No preference	7%	
None	5%	
Don't know	1%	
Missing data	23%	
Total:	100%	N = 100

Language spoken in the home. Only two percent (2%) of the Native Americans in this study speak their tribal language in the home. An overwhelming percentage speak English, eighty-six percent (86%). It is interesting that some twelve percent (12%) indicated that both tribal language and English are spoken in the home.

Years in Chicago. These Native Americans have lived in Chicago from one (1) to forty-seven (47) years. Seven percent (7%) have lived in Chicago two (2) years or less. Thirty-two percent (32%) have lived in the city from three (3) to fourteen (14) years, with forty-two percent (42%) living there fifteen (15) to twenty-four (24) years, and nineteen percent (19%) living there twenty-five (25) years or more. (See Table 5 for years in Chicago.)

TABLE 5 - YEARS IN CHICAGO

2 years or less	7%	
3 to 14 years	32%	
15 to 24 years	42%	
25 years or more	19%	
Total:	100%	N = 100

Summary. The respondents in this study represent some twenty-seven (27) tribes of which half are Chippewa or Menomini. They come from a variety of reservations centered in the states of Wisconsin and Minnesota. Almost half are former residents of the country. Most have some religious affiliation and more are Catholic than any other faith. Fifteen (15) of every one-hundred (100) still speak some tribal language in the home.

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SOCIO-ECONOMIC CHARACTERISTICS

These characteristics reveal the social and economic condition which presently exists among these Native Americans. Such findings should provide insight into their social and economic needs, who they are, their home condition, and their place in the world of work.

Sex. To be male or female is becoming less distinguishable in this society; however, little is known about this factor among urban Native Americans. The data reveals that there are more females than males, sixty-eight percent (68%) are females and thirty-two percent (32%) are males.

Age. Responding to the question of age, the respondents ranged from fifteen (15) to seventy-seven (77) years. Thirty-seven percent (37%) of the sample are under twenty-four

(24) years of age, with seventeen percent (17%) being under twenty-one (21) years. Twenty-six percent (26%) are forty-four (44) years or older, and of these persons only four percent (4%) are over sixty-five (65) years of age. Table 6 shows the categories of age.

It is interesting to note that fifty percent (50%) of this population are under thirty (30) years of age.

TABLE 6 - AGE

Years	Percentage	
15 - 24	37%	
25 - 34	19%	
35 - 44	16%	
45 - 54	11%	
55 or more	15%	
Not responding	2%	
Total:	100%	N = 100

Marital Status. Only twenty-five percent (25%) of this population are married. Thirty-four percent (34%) have never been married, with the remainder being divorced, separated or widowed. Table 7 shows this breakdown.

TABLE 7 - MARITAL STATUS

Married	25%	
Divorced	15%	
Separated	15%	
Widowed	10%	
Never married	32%	
No answer	1%	
Total:	100%	N = 100

Children. When asked "How many children do you have?" seventy-three percent (73%) said they had children. Only seven percent (7%) stated that they had no children. The remaining twenty percent (20%) either were not asked for reason or did not answer the question.

Table 8 reveals that nineteen percent (19%) have at least one (1) child and twenty-four percent (24%) have two (2) to three (3) children. Eight percent (8%) have seven (7) children or more.

A companion question "How many children live in this

home?" was asked. Table 8 also reveals that sixty-seven per cent (67%) have children living in the home; twenty-four percent (24%) have no children at home. This would indicate that a vast majority have children and have in some way to provide for this fact both economically and timewise should they be away from home for any reason.

TABLE 8 - NUMBER OF CHILDREN

Do You Have		Living at Home	
One	19%	17%	
Two	11%	11%	
Three	13%	14%	
Four	9%	14%	
Five	7%	5%	
Six	6%	4%	
Seven or more	7%	24%	
Not asked, don't know, or no answer	20%	9%	
	100%	100%	N = 100

Housing. An effort was made to determine the actual living condition, i.e. the number of people living in each home place and the size of the living quarters in which these persons live. Only six percent (6%) live alone, while seventeen percent (17%) have seven (7) or more people living at home. Forty-three percent (43%) show two (2) to four (4) people living together, while another twenty-four percent (24%) have five (5) to six (6) people belonging to the same living quarters.

The study also asked about the number of rooms in the house or apartment where you live. Thirteen percent (13%) have one (1) or two (2) rooms. The vast majority live in housing containing three (3) to five (5) rooms, some sixty-four percent (64%).

In order to determine the quantity of the living space and neighborhood, twenty-four percent (24%) rated their neighborhood three (3) or less on a scale of one (1) to ten (10). Some fifty-one percent (51%) gave somewhat average ratings and eighteen percent (18%) rated their neighborhood as high.

The interviewers also rated the homes and neighborhoods of the respondents. Interviewer ratings show thirty-six percent (36%) of the respondents living in very well-kept homes and eighteen percent (18%) having dilapidated living space. Thirty percent (30%) live in well-kept neighborhoods and twenty-one percent (21%) in dilapidated neighborhoods.

The study also found that ninety-three percent (93%) are renters and fifty-seven percent (57%) do not have a telephone.

Life satisfaction and health. The study asked about satisfaction with life in general at the present time. The vast majority are at least fairly satisfied. Only eleven percent (11%) indicated they were not satisfied with life in general. Thirty-one percent (31%) indicated strong satisfaction. Some sixty-four percent (64%) of the respondents said that their "quality of life" had improved. Twenty-three percent (23%) indicated it had stayed about the same, while only nine percent (9%) felt their quality of life had "gotten worse".
The respondents in this study are healthy; some seventy-five percent (75%) indicated their health to be either good, very good, or excellent; only six percent (6%) perceived themselves to be in poor health.

Employment. Socio-economic status is an important factor and when unemployed most always is an indicator of a person's living condition. Education, occupation and income are the usual indicators of social-economic status, though income has of late become the single factor index. Being employed is obviously necessary for income to become possible. What is the current employment picture for these Native Americans?

First, twenty-three percent (23%) of this population are unemployed and looking for work. Under any standard, this is a high percentage. Second, another eight percent (8%) are employed part-time and looking for full employment. Combining these figures into "looking for work", the percentage climbs to thirty-one percent (31%). Thirty-seven percent (37%) are employed. Table 9 provides the breakdown on employment for this group of Native Americans.

TABLE 9 - CURRENT EMPLOYMENT

Employed full-time	37%	
Employed part-time & looking for full-time	8%	
Employed part-time and not looking for full-time	5%	
Temporarily laid off	0%	
Not employed and looking for work	23%	
Not employed and not looking for work	25%	
Don't know or no answer	2%	
Total:	100%	N = 100

Curious as to why people would not be looking for work with the understanding that some valid reasons exist, the study asked "For what reason are you not looking for work?" Twenty-eight percent(28%) responded to the question.

Actually, more are unemployed and not looking for work. Twelve percent (12%) of the twenty-three percent (23%) not looking for work turned out to be housewives and three percent (3%) were students. Eight percent (8%) were retired, disabled, or ill. It is an interesting motivating factor that no respondent unemployed and not looking for work indicated that they "gave up looking for work."

Later in the interview we confirmed the state of employment. (See Appendix E for employment data with more simple categories.) Compared percentages on unemployed are within two percentage (2%) points and the full and part-time employment are within one percent (1%).

Time in job was also checked. It was found that thirty-three percent (33%) have held their full or part-time job for one (1) year or less. An additional twelve percent (12%) have held their present full or part-time position from two (2) to four (4) years. Fifty-three percent (53%) have held their jobs more than ten (10) years.

Job satisfaction with present or most recent job indicated thirty-five percent (35%) very satisfied, twenty-eight percent (28%) moderately satisfied, and twenty-four percent (24%) little to very dissatisfied. Thirteen percent (13%), however, did not answer this question.

Occupation. When asked "What (is/was) your (present/most recent) occupation?" respondents list a wide range of occupations. Using a category system similar to the U.S. Census, thirty percent (30%) of the respondents indicated they were either housewives or students. Eighteen percent (18%) were in service-oriented occupations, while ten percent (10%) were professional, technical, managerial or salaried workers. Eight percent (8%) had or held clerical positions with the same percentage seeing themselves as craftsmen or in the construction trades. Seventeen percent (17%) were in factory or production occupations. (See Table 10 for the complete tabulation on occupation.)

TABLE 10 - OCCUPATION PAST AND PRESENT

Professional-technical	8%	
Managerial or salaried	2%	
Sales	1%	
Clerical	8%	
Craftsmen	8%	
Factory workers	17%	
Laborers	4%	
Service workers	18%	
Students	10%	
Housewives	22%	
Other--retired	2%	
Total:	100%	N = 100

When asked "What kind of business or industry (is/was) that?" we find a complete array. Nineteen percent (19%) were or are connected with the construction, manufacture or sale of goods, while forty-five percent (45%) are in business or personal service, the service professions or public administration. The vast majority are connected with service areas. (See Table 11 for breakdown of categories.)

TABLE 11 - PLACE OF OCCUPATION

Construction	2%	
Manufacturing	14%	
Wholesale or retail sales	3%	
Business or personal service	18%	
Service professions	24%	
Public administration	2%	
Students	10%	
Housewives	20%	
No data	7%	
Total:	100%	N = 100

Education data is limited to regular formal academic education only, to be followed by vocational training. Fifty-nine percent (59%) of the population have not graduated from high school. A significant finding when the national figure of twenty-five percent (25%) is considered a scandal. Nineteen percent (19%) have high school diplomas, and fourteen percent (14%) have "some college." Only four percent (4%) have graduated from a four-year institution. (See Table 12.)

TABLE 12 - ACADEMIC EDUCATION

Grammar school or less	15%	
Some high school	44%	
High school graduate	19%	
Some college	14%	
Associate degree	3%	
Baccalaureate degree	4%	
Some graduate or professional	0%	
Graduate or professional degree	1%	
Total:	100%	N = 100

Vocational, other training, or an apprenticeship. The finding is that fifty percent (50%) of the respondents have never received any kind of training. Forty-five percent (45%) have had some training, but twenty-four percent (24%) did not receive a diploma, certificate or license as a result of that training. Such are usually considered "pieces of paper" which indicate the completion of training program and a level of standard. (See Table 13.)

TABLE 13 - VOCATIONAL OR APPRENTICESHIP TRAINING

Training, received diplomas	21%	
Training, no diplomas	24%	
No training	53%	
Don't know/no answer	2%	
Total:	100%	N = 100

Income is a very important factor for people to provide food, clothing and shelter, not only for themselves but others for whom they are responsible. As mentioned previously, income is probably the most important index of economic status in this society. Thirty percent (30%) of the respondents live in households where the combined total income before taxes is less than $4,000. Including the next category between $4,000 and $5,999 raises that percentage to forty-nine percent (49%) having a last year's income of less than $6,000. Twenty-one percent (21%) have incomes between $6,000 and $15,000, and fourteen percent (14%) received more than a $15,000 income last year. (See Table 14.) It is interesting that sixteen percent (16%) of the respondents did not know or did not answer.

TABLE 14 - INCOME

$ 0 - 3,000	30%	
4,000 - 5,999	19%	
6,000 - 7,999	6%	
8,000 - 9,999	8%	
10,000 - 14,999	7%	
15,000 - 19,999	8%	
20,000 - 24,999	5%	
25,000 or more	1%	
Don't know or no answer	16%	
Total:	100%	N = 100

We asked respondents if their household received income from some ten (10) sources. Head of the household's main job was mentioned most, fifty-seven percent (57%). Welfare was mentioned twenty-three percent (23%). Seventeen percent (17%) mentioned social security, pension or other retirement; while only three percent (3%) received unemployment compensation last year. It appears that about nine percent (9%) of heads of the household have additional income from other sources than their main job and that some incomes are made up from more than one contribution to the total income. Additional income from other household members other than head of household was mentioned twenty-two percent (22%). (See Table 15.)

Table 15 represents only an indication of source of income. For most, this may very well have been a fairly sensitive question. Respondents were asked only to indicate the letter of the source category, and they had the opportunity to mention more than one source. We checked on the number of sources mentioned. Sixty-four percent (64%) indicated a single-source for family income, while twenty-three percent (23%) mentioned two (2) sources of income. Since eighty-seven percent (87%) mention only one (1) or two (2) sources, Table 15 represents a fairly accurate display for source of household income.

TABLE 15 - SOURCES OF HOUSEHOLD INCOME

Head of household's salary from main job	57%
Head of household's salary from other jobs	9%
Salary of other household members from main job	14%
Salary of other household members from other job	8%
Unemployment compensation	3%
Welfare	23%
Social security, pension, other retirement benefits	17%
Alimony, child support	6%
Rent, interest, dividends, investments	4%
Other	8%

Summary. The data reveals this population to be young and most are not married. Most households have children, and family units of four (4) or more are common. Only a few respondents live alone. These people live in mixed housing, about one-third in well-kept homes and one-third in dilapidated housing. They seem fairly satisfied with life, although ten (10) in every one-hundred (100) are very dissatisfied. Most indicate they are in "good" health.

Almost one-third are looking for work with one-fourth unemployed. One-third of this population have only held a job for one year. Their present or former occupations were held in the factory or services areas.

More than half of these respondents have not graduated from high school; have not had any vocational or apprenticeship training; and live on family incomes of less than $6,000.

****

ADULT EDUCATIONAL NEED

To assess the adult educational needs of these Native Americans, the study took the long-known adage of Gordon Allport, Stanford University Psychologist and measurement expert, who said "If you want to know how people feel about something, ask them." We asked how this group of Native Americans would agree or disagree with some thirty (30) items categorized into six (6) groups: (a) basic learning skills; (b) educational motivation; (c) occupational skills; (d) occupational motivation; (e) Native American culture; and (f) coping in this society. Expressed needs in this section will be discussed and displayed by category and item because items may relate specifically to information needed for future programming activities.

Basic learning skills was assessed with items on arithmetic or mathematic skills, writing, reading, English language, and science. The respondents rated them in that order. Math skills received seventy-nine percent (79%) agreement; writing followed with seventy-seven percent (77%). Reading received seventy-four percent (74%) agreement and "improve my English" sixty-six percent (66%). Science received the lowest percentage of agreement, thirty-eight percent (38%). Table 16 shows the breakdown of agreement, disagreement, and those not responding. The strongly agree responses should be noted for arithmetic, writing, and the percentage of respondents who wish to read more books and improve their English.

A high percentage of agreement was expressed for learning more and improving basic skills in the area of math, writing, reading and English. Even the thirty-eight (38) respondents out of one-hundred (100) liking to know more about science is deserving of note. Science just happens to be least desired.

TABLE 16 - BASIC LEARNING SKILLS

I would like to:

Priority	Skill Area	Strongly Agree	Agree	Dis-agree	Strongly dis-agree	No Answer
1	improve my arithmetic or mathematics skills	26%	53%	17%	0%	4%
2	improve my writing ability	26%	51%	12%	0%	11%
3	read more books	16%	58%	14%	2%	7%
4	improve my English	17%	49%	25%	2%	7%
5	know more about science	9%	29%	49%	1%	12%

N = 100

Educational motivation was assessed to gain insight into how far the respondents wished to "go" in education. Graduation from a level or school certainly is an indication of goal setting or level of education desired.

By level we asked the respondents if they would like to (a) go back to school; (b) get a high school diploma; (c) attend a junior college; or (d) graduate from college. We all asked if they would like "to be able to earn more money" which is linked to education in this society. To "be able to earn more money" outweighed all other items to the extent that earning money is so "liked" that it becomes an over-riding factor. Most understandable, given the economic condition of the respondents in this study. Sixty-six percent (66%) of the respondents stated they would like to "go back to school"; sixty-one percent (61%) would like to "get a high school diploma"; fifty-nine percent (59%) would like to graduate from college; and some forty-seven percent (47%) would like to attend a junior college. Table 17 reveals the breakdown of the respondents' intensity of agreement or disagreement on these motivational items.

Going back to school is an important factor for some sixty percent (60%) of the population. The strength of this expressed need is substantiated by similar percentages of agreement from respondents on the need for a high school diploma and the desire to graduate from college.

TABLE 17 - EDUCATIONAL MOTIVATION

I would like to:

Priority	Item	Strongly Agree	Agree	Dis-agree	Strongly Disagree	No Answer
1	be able to earn more money	62%	34%	1%	0%	3%
2	go back to school (if not in school)	21%	45%	17%	0%	17%
3	get a high school diploma	26%	35%	12%	0%	27%
4	graduate from college	25%	34%	25%	0%	16%
5	attend a junior college	10%	37%	37%	3%	13%

N = 100

Occupational skills were assessed with five (5) items relating to various areas of job-related skills and program areas. There was almost overwhelming agreement: eighty-one percent (81%) would like to "learn a new occupational skill" and/or "learn a job skill." A strong indication that the respondents are most interested in job-related skills. When asked to respond to items related to type of training, sixty-nine percent (69%) agreed that they would like to "take on-the-job training" (employer-sponsored training program); sixty-four percent (64%) would like additional vocational training; and sixty percent (60%) agreed that they would like to "take part in an apprenticeship program."

Table 18 shows the array of responses to these items strongly agree to strongly disagree and the number of respondents who did not answer.

Again, the strength of agreement is noteworthy. All items showing more than twenty percent (20%) strongly agree. Certainly these respondents indicate a strong desire to be involved in programs which will give them job-related skills.

TABLE 18 - OCCUPATIONAL SKILLS

I would like to:

Priority	Item	Strongly Agree	Agree	Dis-agree	Strongly Disagree	No Answer
1	learn a new occupational skill	25%	56%	14%	0%	5%
2	learn a job skill	27%	54%	13%	0%	6%
3	take on-the-job training (employer sponsored training program)	27%	42%	17%	0%	14%
4	receive additional vocational training	25%	39%	27%	0%	9%
5	take part in an apprenticeship program	21%	39%	27%	1%	12%

N = 100

Occupational motivation was assessed with items relating to why they wished occupational skills. Items dealing with information or advancement were used to shed some insight on this so-called desire to improve one-self. First, these respondents want information. They would like to "have more information about job skill opportunities," eighty-four percent (84%) agreement. Another information item, "learn more about a new career,"

seventy-six percent (76%) of the respondents agreed. More respondents would like to "get a better job," seventy-eight percent (78%) agreement, than to "have more potential for advancement in my present job," sixty-two percent (62%) agreement. Again, to check on this information factor, respondents when asked: "I would like to work but there are no jobs to be found," forty-six percent (46%) agreed.

Table 19 reveals the strength of agreement and disagreement and prioritizes the items in terms of agreement.

There is again strong data to suggest a highly-motivated population wishing more information about job-related skills and new careers that would lead to having a better job. A large percentage feel that there are no jobs to be found, even though they would like to work.

TABLE 19 - OCCUPATIONAL SKILLS

I would like to:

Priority	Item	Strongly Agree	Agree	Dis-agree	Strongly Disagree	No Answer
1	have more information about job-related skills	25%	59%	11%	0%	5%
2	get a better job	30%	48%	11%	0%	9%
3	learn more about a new career	25%	51%	13%	2%	9%
4	have more potential for advancement in present job	24%	38%	12%	1%	25%
5	work, but no jobs to be found	12%	34%	25%	3%	26%

N = 100

Getting along in this society was assessed with five (5) items designed to reveal how the respondents coped. Do they like what they are doing or where they live? How about the future and would they like to improve their relationships with other persons or people with whom they live and work?

First, these respondents would like to "be able to get along with other people," eighty-four percent (84%) agreed. Secondly, they would like to get along better with their co-workers, sixty-nine percent (69%) agreement. Sixty-four percent (64%) would like to "not live where I live now," while sixty-two percent (62%) indicate they like their present job. These respondents indicate thirty-seven percent (37%) that they would like to "go to college but do not think I ever will." Given the low number of college persons in this sample, it is interesting that forty-four percent (44%) disagree.

Table 20 shows the breakdown of agreement and disagreement on these items relating to "coping" in their present environment. These respondents would like to do better than they are doing presently, especially the people with whom they work. They do not like where they now live, an indication of poor home condition, poor housing, or both. They would even like to like their occupation. Certainly, there is a willingness to learn to better cope on the human level.

TABLE 20 - GETTING ALONG IN THIS SOCIETY

I would like to: Priority	Item	Strongly agree	Agree	Dis-agree	Strongly Disagree	No Answer
1	be able to get along with people	27%	57%	8%	0%	8%
2	get along better with my co-workers	20%	49%	6%	1%	24%
3	not live where I live now	25%	39%	29%	1%	6%
4	like my present occupation	7%	55%	17%	1%	20%
5	go to college but do not think I ever will	9%	28%	44%	4%	15%

N = 100

Cultural interest was assessed with five (5) items concerning cultural activities and motivation to learn skills that are not job related. We asked if the respondents would like to "know more about Indian culture, ninety percent (90%) agreed. A companion question, "like to enjoy Native American cultural activities," the respondents agreed eighty-nine percent (89%). No other items in the entire study with the exception of "like to earn more money" received such a high percentage of agreement. When asked about their need to "improve my ability to speak my tribal language," eighty-three percent (83%) agreement was found.

A vast majority would like to "become more involved in Indian groups and organizations, seventy-seven percent (77%).

To check the motivation to get involved in learning or relearning cultural skills, we asked the degree to which they would like to "learn skills for my personal use and not for a job," sixty-nine percent (69%) agreed. Table 21 shows the spread of agreement or disagreement on cultural interest.

These respondents express a strong need to learn more about their culture. Agreement over all items on cultural interest is higher than all other categories. It is interesting that to know more about their culture and improve their ability to speak their own tribal language are among items receiving the highest percentage of strongly agree. They want to become more involved in group activity and to learn skills for their personal use.

TABLE 21 - CULTURAL INTEREST

I would like to:

Priority	Item	Strongly Agree	Agree	Dis-agree	Strongly Disagree	No Answer
1	know more about Indian culture	37%	53%	3%	0%	7%
2	enjoy Native American cultural activities	25%	64%	3%	0%	8%
3	improve my ability to speak my tribal language	41%	42%	8%	0%	9%
4	become more involved in Indian groups and organizations	17%	60%	14%	1%	8%
5	to learn skills for my personal use and not for a job	20%	49%	19%	2%	10%

N = 100

Participation. The interviewers asked each respondent "Do you take part in activities of any social, cultural, religious or educational group or organization?" Fifty percent (50%) replied they did take part. To specifically assess each respondent's involvement, a system was developed to elicit the names of organizations and the extent to which they participated from holding an office or being a board member to just attending classes. The respondents and the computation revealed that only fourteen percent (14%) could be rated high on participation;

twenty percent (20%) medium; and sixteen percent (16%) low. This on first inspection seems that there is high participation and involvement; however, fifty percent (50%) are not involved in any such Native American activities.

The study also questioned the assumption that Native American programs run by Native Americans might very well improve participation. The study asked: "Some say that Native Americans can better communicate and assist other Native Americans than non Native Americans. Would you say that organizations or activities run by Native Americans have more influence on you than do others?" The results indicate that seventy-eight percent (78%) replied "yes"; thirteen percent (13%) replied "no"; and only nine percent (9%) did not know.

Interest in attending educational activities was also assessed. Seventy-nine percent (79%) indicated medium to high interest. Thirty-eight percent (38%) expressed high interest, and only eleven percent (11%) had low interest.

TABLE 22 - INTEREST IN ATTENDING EDUCATIONAL ACTIVITIES

High	38%	
Medium	41%	
Low	11%	
Not interested	7%	
Don't know or no ans.	3%	
Total:	100%	N = 100

Given this high level of interest, the study asked the number of days respondents would be willing to attend programs of interest if they were available and Indian-controlled. The results indicated that forty-four percent (44%) would be willing to attend from two to three days per week and thirty-eight percent (38%) are willing to attend four to five days a week. Thirty-four percent (34%) are willing to attend at least five days a week. Table 23 reveals the breakdown of willingness to attend Native American activities.

TABLE 23 - DAYS ABLE TO ATTEND

Days	Percentage	
1	12%	
2	22%	
3	22%	
4	7%	
5	31%	
6	3%	
Would not attend	3%	
Total:	100%	N = 100

Then the interviewers asked "During what time of day would you be able to attend such Indian-controlled programs?" The categories were morning, afternoon, evening, or all day.

Table 24 reveals that twenty-five percent (25%) would be able to attend all day. Seventy-five percent (75%) indicated that they would be able to attend part of the day. The largest percentage (36%) stated a willingness to attend evening activities.

TABLE 24 - TIME OF DAY FOR ATTENDANCE

Morning	15%	
Afternoon	20%	
Evening	36%	
All day	25%	
Don't know/ No answer	4%	
Total:	100%	N = 100

Type of transportation was assessed, for it is important to be also able to travel to such educational activities. We asked "How would you travel to these activities?" Respondents stated that travel would be public, forty-six percent (46%); while twenty percent (20%) said they would travel in private cars; and thirty-one percent (31%) indicated that they "would need transportation."

Participation at present is not very high, though there is high interest to attend Indian-controlled educational activities. One-third of the respondents indicated an interest in

full-time participation, with over sixty percent (60%) indicating part-time participation. Transportation does not seem to be a problem for approximately two-thirds of the respondents. Participation would be improved by one-third if transportation were provided or arranged to and from adult educational activities.

Summary. The vast majority of this Native American population would like to improve themselves in the basic learning skills. There is strong motivation to attend organized educational programs designed to provide vocational training and job-related skills. They want more information about opportunities for training and careers. Most have a very strong desire to learn to get along better with people, especially those with whom they work. There is a strong desire to learn more about their culture, speak their tribal language, and become more involved in activities with other Native Americans. At present most are not involved but wish to do so. The most highly interested in attending an Indian-controlled educational activity are willing to attend at least two (2) to three (3) days a week.

Approximately two-thirds of these respondents have public or private transportation available to attend such activities.

****

MAJOR FINDINGS

MAJOR QUESTION I:

WHAT ARE THE CULTURAL CHARACTERISTICS OF URBAN NATIVE AMERICANS?

FINDINGS:

1. The study represents some twenty-seven (27) Native American tribes.
2. More than one-third of these Native Americans are Chippewa and one-sixth are Menomini.
3. One-third of these Native Americans have family reservation ties to reservations in the State of Wisconsin.
4. One-third are Catholics.
5. Fourteen percent (14%) speak their tribal language in the home.
6. One-third have lived in Chicago fourteen (14) years or less.

MAJOR QUESTION II:

WHAT ARE THE SOCIO-ECONOMIC CHARACTERISTICS OF URBAN NATIVE AMERICANS?

FINDINGS:

1. There are twice as many females as males.
2. More than one-third of the respondents are between fifteen (15) and twenty-four (24) years of age. More than half are under thirty-five (35).

3. Twenty-five percent (25%) are married and thirty-two percent (32%) have never been married.
4. Approximately forty percent (40%) have children living at home. Twenty-four percent (24%) have seven (7) or more children living at home.
5. Housing is generally crowded, with twenty-one percent (21%) living in housing rated as dilapidated.
6. The vast majority are satisfied with life; however, twenty-three percent (23%) feel life is not improving. Almost one-tenth state that life has gotten worse.
7. This is a healthy population.
8. Twenty-three percent (23%) are unemployed and looking for work.
9. Most have or have had occupations in the service area.
10. These occupations are or have been in manufacturing or business or personal service areas of industry and business.
11. Fifty-nine percent (59%) have not graduated from high school.
12. Fifty-three percent (53%) have had no vocational or apprenticeship training.
13. Thirty percent (30%) have a family income of less than $3,000.

MAJOR QUESTION III

WHAT ARE THE ADULT EDUCATION NEEDS OF URBAN NATIVE AMERICANS?

1. More than seventy percent (70%) would like to improve their mathematics, reading and writing skills.
2. Almost all would like to earn more money.
3. They would like to return to school and get a high school diploma and go on to college.
4. The respondents overwhelmingly would like to learn a new occupational skill.
5. They would like to have more information about job skill opportunities and new careers.
6. They would like to get along better with other people and are optimistic about getting more education.
7. These respondents are very highly motivated to learn more about their culture and learn to speak their tribal language.
8. Only one-half are involved in Indian activities.
9. A very high interest to attend Native American educational and cultural programs.
10. Want such activities to be Indian controlled.
11. Two-thirds are able to use private or public transportation.

This study has reported a high need for adult education activities for these Native Americans. They need skill development, both basic and occupational. They want and are able to attend such activities if they are available and they are informed about them.

****

APPENDIX A

Sub-samples and Interviews Conducted

Sub-Areas	Sub-Areas N	Sub-Sample 20%	Revised Sample 10%	Interviews Conducted
N	108	23	11	10
E	69	15	8	8
D	146	31	15	13
WC	68	14	7	14
C	75	16	8	19
B	131	27	14	17
A	33	7	4	4
S	243	51	25	11
O	78	16	8	4
TOTAL: 9	951	200	100	100

Interview Record

Interviewer	N	%
01	13	13
02	14	14
03	21	21
04	26	26
05	2	2
06	11	11
06a	1	1
07	7	7
TOTAL: 8	100	100

APPENDIX B

Tribal Membership

	Tribe	No.
1.	Blackfoot - Sioux	2
2.	Ch'ckasaw	1
3.	Chippewa	36
4.	Chippewa - Menomini	1
5.	Chippewa - Oneida	1
6.	Chippewa - Potawatomi	2
7.	Choctaw	5
8.	Creek	1
9.	Lac Court Oreilles	1
0.	Laguna Pueblo	1
1.	Mandan - Arikana	1
2.	Menomini	15
3.	Menomini - Potawatomi	2
4.	Misqwaki	1
5.	Mohawk	1
6.	Monasago	1
7.	Navajo	1
8.	Ojibway	1
9.	Oneida	2
0.	Oneida - Menomini	1
1.	Oneida - Winnebago	1
2.	Ottawa	1
3.	Ponca - Sioux	1
4.	Potawatomi	3
5.	Sioux	7
6.	Winnebago	3
7.	Winnebago - Chippewa	2
8.	Not	1
9.	Don't know	1
0.	No data	1

APPENDIX C

Reservations

Reservation	No.
1. Alleghany	1
2. Bad River	1
3. Black River Falls	1
4. Browning (Mont.)	1
5. Choctaw	3
6. Fort Belkamp (Mont.)	1
7. Fort Berthold (N.D.)	1
8. Lac Court Oreilles	8
9. Lac Du Flambeau	9
10. Leech Lake (Minn.)	2
11. Lee Lake (Minn.)	1
12. Mayetta (Kansas)	1
13. Menomini	18
14. Mian (Minn.)	1
15. Mohawk	1
16. Mole Lake	5
17. Mt. Pleasant (Mich.)	1
18. Navajo Nation	1
19. Odarak (Wis.)	1
20. Oneida	2
21. Pine Ridge	2

		No.
22.	Potawatomi	1
23.	Pot	1
24.	Red Cliff (Wis.)	1
25.	Red Lake (Minn.)	3
26.	Rosebud	2
27.	San Juan - Laguna (N.M.)	1
28.	Standing Rock	2

APPENDIX D

Reason for Not Looking

Retired	4%	
Disabled or ill	4%	
Gave up looking	0%	
A housewife	12%	
A student	3%	
Other	5%	
Don't know; no answer	8%	
Skipped by interviewer	64%	
Total:	100%	N = 100

Religious Service Attendance

Daily	2%	
Several times a week	1%	
Weekly	8%	
Several times a month	3%	
Monthly	7%	
Less than monthly	21%	
Never	44%	
Don't know	14%	
Total:	100%	N = 100

APPENDIX E

Confirmation of Employment

Full or part-time	51%	
Temporarily laid off	4%	
Not employed	25%	
A housewife	14%	
Never employed	3%	
No answer	3%	
Total:	100%	N = 100

APPENDIX F

American Indian Adult Education Study

Native American Committee, Inc.
4546 North Hermitage
Chicago, Illinois 60640
(312) 728-1477-78

Mathew Pilcher, Executive Director Michael J. Limas, Adult Education Manager

Spring 1978

For office use only			
Code			
Interviewer			
Day			
Month			

Principal Investigator:
Troy V. McKelvey
State University of NY at Buffalo

Interviewer Name _____

Day _____ Month _____ Time Interview Completed _____

Call back Record:

	Completed	Reason if not completed
First Try	Y N	
Second Try	Y N	
Third Try	Y N	

1. (Record respondents sex)

   1. male
   2. female

   1. ☐

2. Now, for classification purposes I need to ask you some background questions. First, you are a member of what Tribe? 2. ☐☐

   _____

3. Would you mind telling me your age? 3. ☐☐

4. How many years have you lived in Chicago? 4. ☐☐

5. Which of the following best describes your current employment situation? (Hand R card N-1) Are you: (read 1-6) 5. ☐

1. employed full-time
2. employed part-time and looking for full-time work
3. employed part-time, but not looking for full-time work (skip to 7)
4. temporarily laid off
5. not employed and looking for work
6. not employed and not looking for work (continue with 6)
8. don't know, no answer (skip to 9)

(RETRIEVE CARD)

6. (If not looking for work) - For what reason are you not looking for work? 6. ☐

1. retired
2. disabled or ill
3. gave up looking for work
4. a housewife
5. a student
7. other
8. don't know, no answer

7. What (is/was) your (present/most recent) occupation? (If unclear, probe for specific information; e.g. job title, kind of work) 7. ☐☐☐

_____

_____

_____

8. (If not obvious, ask) - In what kind of business or industry (is/was) that? 8. ☐☐☐

_____

_____

9. How much formal schooling have you completed? (Regular Formal Academic Education Only) 9. ☐

1. grammar school or less
2. some high school
3. high school graduate
4. some college
5. associate degree
6. baccalaureate degree
7. some graduate or professional
8. graduate or professional degree

Have you had any other training such as vocational training or an apprenticeship? 10. ☐
(If yes ask) - Did you receive any diploma, certificate or license from that training?

1. training, received diploma
2. training, no diploma
3. no training
8. don't know, no answer

How frequently, if ever, do you attend religious services? 11. ☐

1. daily
2. several times/week
3. weekly
4. several times a month
5. monthly
6. less than monthly
7. never
8. don't know, no answer

What is your religious preference? 12. ☐☐
I mean, what religion do you believe in?

_____

(If protestant ask) - What denomination?

_____

From what reservation did you or your family come?

_____ 13. Office use only ☐☐☐

_____

_____

(If more than one reservation ask) - Which one of these reservations are you (more/most) likely to identify with?

_____

Are you married, divorced, separated, widowed, or have you never been married? 14. ☐

1. married
2. divorced
3. separated
4. widowed
5. never married
8. don't know, no answer

15. (Ask only if in your judgment respondent will not be insulted) - How many children do you have? 15. ☐☐

98. don't know
99. not asked

16. How many children live in this home? 16. ☐☐

17. Are you a registered voter? 17. ☐

1. yes
2. no
8. don't know, no answer

18. Who would you say is the head of this household? 18. ☐

1. no head
2. respondent (skip to 28)
3. r's spouse
4. r's parent
5. r's child
6. r's sibling
7. other relative
8. non relative
9. don't know, no answer (skip to 28)

19. How many persons not in school live in this household? 19. ☐☐

(Fill out Supplementary Form for all other members of household 16 and over)

20. Now I'd like to know something about the head of your household. (If known, record sex. If not known, ask) - Would that be a man or a women? 20. ☐

1. man
2. woman
8. don't know, no answer

21. In what year was (he/she) born? 21. ☐☐☐☐

9998. don't know, no answer

22. Which of the following best describes (his/her) current employment situation? (Hand R Card N-1) Is (he/she)?: (read 1 - 6) 22. ☐

1. employed full time
2. employed part-time and looking for full-time work
3. employed part-time, but not looking for full-time work (skip to 24)
4. temporarily laid off
5. not employed and looking for work
6. not employed and not looking for work (continue with 23)
8. don't know, no answer (skip to 26)

(RETRIEVE CARD)

For what reason is (he/she) not looking for work? 23. ☐

1. retired
2. disabled or ill
3. gave up looking for work
4. a housewife
5. a student
7. other
8. don't know, no answer

What (is/was) (his/her)(present/most recent) occupation?
(If unclear, probe for specific information, e.g. job title, kind of work)

_____

_____

_____

(If not obvious, ask) - In what kind of business or industry (is/was) that?

_____

_____

How many years of school has (he/she) completed?
(Regular Formal Academic Education only)

_____

(If 11 or lower, skip to 28; otherwise, continue with 27)

Office use only

24. ☐☐☐

25. ☐☐

26. ☐☐

What is the highest degree or diploma that (he/she) has received? 27. ☐

1. high school
2. 2 yr or Associate degree
3. Bachelor's
4. Master's
5. Ph.D. or professional degree
7. other
8. don't know, no answer

Has (he/she) had any other training such as vocational training or an apprenticeship? 28. ☐

1. training, received diploma
2. training, no diploma
3. no training
8. don't know, no answer

29. Altogether, how many people live in this home? 29. ☐☐

98. don't know, no answer

30. Do you own your home, or do you rent? 30. ☐

1. own
2. rent
8. don't know, no answer

31. What is the total number of rooms, not including bathrooms, in this home? 31. ☐☐

32. As nearly as you can remember, what was your total household income, before taxes, from all sources for the last year? (Hand R Card N-2) (Read 1-8) 32. ☐

1. $0 - $3,999
2. $4,000 - $5,999
3. $6,000 - $7,999
4. $8,000 - $9,999
5. $10,000 - $14,999
6. $15,000 - $19,999
7. $20,000 - $24,999
8. $25,000 or more
9. don't know, no answer

(RETRIEVE CARD)

33. Now, would you please look at this card (Hand R Card N-3) and tell me the letters of those items listed which represent sources of your total annual household income? Just read the letters of the appropriate items. (Read a-j)

1. mention (Place 1 or 8 in box to the right)
8. no mention

a. head of household's salary from main job 33a. ☐

b. head of household's salary from other job(s) 33b. ☐

c. salary of other household members from main job 33c. ☐

d. salary of other household members from other job(s) 33d. ☐

e. unemployment compensation 33e. ☐

f. welfare 33f. ☐

g. social security, pension, other retirement benefits 33g. ☐

h. alimony, child support 33h. ☐

i. rent, interest, dividends, investments 33i. ☐

j. other 33j. ☐

(RETRIEVE CARD)

4. Do you have a telephone? 34. ☐

1. yes
2. no
3. don't know, no answer

5. Let's see now, you told me a while ago that you: (Read best recollection from list below), is that right? 35. ☐

1. are employed (full-time/part-time) (continue with 36)
2. are temporarily laid off (continue with 36)
3. are not employed (skip to 37)
4. are a housewife (skip to 37)
5. have never been employed (skip to 38)

6. How long have you been employed in your present job? (Enter number of years to the nearest whole year) 36. ☐☐

98. don't know, no answer

7. Now I'd like you to tell me how you feel about (your present job/your most recent job/the work you do as a housewife). On the whole, how satisfied (are/were) you with the work you (do/did on your past job)? Would you say you (are/were) (read 1-4) 37. ☐

1. very satisfied
2. moderately satisfied
3. a little dissatisfied, or
4. very dissatisfied?
8. don't know, no answer

8. Here is a scale which we will use for rating (Hand R Card P-1). The scale beginning with "very low", number one, and the increasing numbers mean increasingly high ratings, with number 10 being the highest rating. Now think of your neighborhood. Using the scale, how would you rate the general quality and prosperity of your neighborhood? (If needed): Just give me the number which you feel is the best rating of the quality and prosperity of your neighborhood. 38. ☐☐

98. don't know, no answer

(RETRIEVE CARD)

39. Which of the kinds of places listed on this card (Hand R Card P-2) comes closest to describing the place where you spent most of your time growing up, as it was at that time? Would it be: (Read 1-6) (If needed) - Which best describes the place where you were growing up when you were, say between 8 and 14 years old? 39. ☐

1. a farm or ranch
2. open country, but not on a farm or ranch
3. a small city or town with less than 50,000 people
4. a medium size city or town with 50,000 to 250,000 people
5. a large city with over 250,000 people, or
6. a suburban area?
8. don't know, no answer

(RETRIEVE CARD)

40. Rate how well kept both the exterior of R's home and the other structures in the neighborhood are:

For Interviewer Only

1. very well
2. mixed - e.g., could use a paint job
3. poorly - e.g., need painting and minor repairs
4. very poorly - e.g., dilapidated

a. R's home 40a. ☐

b. the neighborhood 40b. ☐

41. Taking everything into consideration, how satisfied are you with life in general at the present time? Would you say you are: (Read 1-5) 41. ☐

1. extremely satisfied
2. very satisfied
3. fairly satisfied
4. slightly satisfied, or
5. not satisfied?
8. don't know, no answer

42. Over your lifetime, has the quality of your life: (Read 1-3) 42. ☐

1. improved
2. stayed the same, or
3. gotten worse?
8. don't know, no answer

3. How would you describe the general state of your health? Would you say it is: (Read 1-5) 43. ☐

1. excellent
2. very good
3. good
4. fair or
5. poor?
8. don't know, no answer

4. Now I'd like to ask some questions that will help us to plan activities to meet the needs of the Native American community.

Do you take part in the activities of any social, cultural, religious or educational group or organization? 44. ☐

1. yes (continue with 45)
2. no (skip to 46)
3. don't know, no answer (skip to 46)

5. What is the extent of your involvement in the groups or organizations that you take part in? I mean are you: (Read 1-5, enter up to three groups or organizations and involvement in each)

1. an office or board member
2. a committee member
3. an active member
4. an inactive member
5. an occasional participant
6. attend classes regularly
8. don't know, no answer

		Office Use Only
a) Group/organization (specify) _____	45a. ☐	☐☐
b) Group/organization (specify) _____	45b. ☐	☐☐
c) Group/organization (specify) _____	45c. ☐	☐☐

6. Some people say that Native Americans can better communicate and assist other Native Americans than can <u>non</u>-Native Americans. Would you say that organizations or activities run by Native Americans have more influence on you than do others? 46. ☐

1. yes
2. no
8. don't know, no answer

. What language is most spoken in this household? 47. ☐

1. tribe language
2. English
3. both, half and half
8. don't know, no answer

y I am going to read a series of statements. Would you please
ll me the extent to which you agree, disagree or have no
inion about each one:

1. strongly agree
2. agree
3. disagree
4. strongly disagree
5. no opinion or answer

(Put a check in the appropriate box)

I'd like to:	Strongly Agree 1	Agree 2	Dis-agree 3	Strongly Disagree 4	NA 5
. learn a new occupational skill					
. learn a job skill					
. attend a Junior College					
. read more books					
. enjoy Native American cultural activities					
. have more information about job skill opportunities					
. take part in an apprenticeship program					
. know more about science					
. be able to earn more money					
. get a better job					
. have more potential for advancement in my present job					

I'd like to	Strongly Agree 1	Agree 2	Dis-agree 3	Strongly Disagree 4	NA 5
. improve my ability to speak my tribal language					
. like my present occupation					
. go back to school (if not in school)					
. improve my English					
. receive additional vocational training					
. go to college but do not think I ever will					
. not live where I live now					
. work, but there are no jobs to be found					
. become more involved in Indian Groups and Organizations					
. graduate from college					
. improve my arithmetic or mathematics skills					
. take on-the-job training (employer-sponsored training program)					
. be able to get along with people					
. to learn skills for my personal use and not for a job					
. learn more about a new career					
. know more about Indian culture					
. get a high school diploma					
. improve my writing ability					
. get along better with my co-workers					

. In general, which of the following represents your interest in attending educational activities? 78. ☐

1. high
2. medium
3. low
4. not at all interested
8. don't know, no answer

. Assuming that programs concerning your interest were available, how many days per week would you be willing to attend Indian controlled programs?' 79. ☐

1. one day
2. two days
3. three days
4. four days
5. five days
6. six days

. During what time period would you be able to attend such Indian controlled programs? 80. ☐

1. morning
2. afternoon
3. evening
4. all day

. How would you travel to these activities? 81. ☐

1. public transportation
2. private car
3. would need transportation

. May I have your name and telephone number so that my office can verify that I gave this interview to you, please? 82. ☐

1. name _____ Verified 1. yes 2. no
2. telephone _____

(OBTAIN CORRECT SPELLING AND HUSBAND'S NAME IF RESPONDENT IS A MARRIED WOMAN.)

ank you very much. Your help in this project is greatly appreciated.

- W-

woods, in the woods	no-peming
woods, heavy, thick	zoong-gah-gway-yah
wood, hollowed to catch sap	nay-gway-quan
worker (willing worker)	gie-kee-zhe-tah
worker, good, quick worker	dah-dah-tah-be
worthless, inferior	nah-bee-sah
wrinkled, aged person	o-zee-gie-zee
wrong, do wrong willfully	gie-kee

- X-Y-Z -

yes	gey-get
you, too	gah-yah-geen
you're crazy	chee-mah-nood-dise
you have brought this trouble on yourself(selves), you have no one but yourself to blame (2 words)	gie-nah-nah/gie-go-dah-zoom